

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research subject, data collection and data analysis.

3.1 Research Design

The researcher used a correct research design to get an accurate answer to their problem in this research. This research used a qualitative method. A research which related to the aspect of reality that could not be measured or quantified and focused on explanations and understanding of life is the definition of qualitative research. Also, this research did not use numerical representativity but used an understanding of the given problem (Queiros, Faira & Almeida, 2017). Qualitative method was used when someone was asking questions that did not relate to numbers. This research method answered and examined the question of what, why, where, when and how someone acts to solve a problem in the specific matter (Oun & Bach, 2014). Essentially, the researcher used the qualitative method because this research was based on the data which were words and not using a number.

Qualitative research could be seen as the participative research of which research design was flexible, and the preparation before went to the research field was to make sure that the researcher at least knew what to do advanced on the field. By observed a natural condition in SMKN 3 Sumbawa Besar used certain methods, the researcher hoped to notice new problems and incidences regarding the topic of her research. The researcher used some techniques to obtain the goals of the

research based on this method. The techniques were video recording, observation, and interview. The researcher recorded three meetings in three classes, observed the situation and condition of the subject, then interviewed the teacher regarded the topic.

3.2 Research Subject

Research subject was needed to answer the research question about code-mixing in the class. Thing and human can be classified as examples of subject in research (Arikunto, 2013). The subject of this research was an English teacher in SMKN 3 Sumbawa Besar who graduated from La Trobe University in Melbourne. The teacher was teaching in three classes. The first is Animation class who had 30 students. The schedule of the class was on Monday at 09.15- 11.25 a.m. The second class is Interior Design and Furniture class who had 30 students. The schedule of the class was on Tuesday at 10.05- 12.05 p.m. The last class is Computer and Network Engineering class who had 30 students. The schedule of the class was on Wednesday at 07.30- 09.30 a.m.

3.3 Data Collection

The researcher had to use a right way to collect the data. Data collection is the way of the researcher collects the data to use and explain the result. Also, it can have determined by the way, function and succession applied by the teacher (Paradis et al., 2016). There were several methods to collect the data. This research employed three data collection method in qualitative research namely observation, interview (individual or group), and textual or visual analysis (e.g. from books or

videos) (Gill et al., 2008). The method, which were used in this research were described in the following sections:

1. Video Recording

This research used video recording. The function of video recording was helping the users to get audio and visual at the same time (Kilburn, 2014). The video recording was used to record the teacher's speech or utterance during learning activity in the classroom start from beginning until the end of class. The researcher followed the class and recorded the activity for three meetings. The function of video recording in this research was to help the researcher to analyze the teacher's expression, not only listen to the teacher's speech. It also helped the researcher to get more clue of what the teacher tries to say. After followed all the three meetings, the researcher started to analyze the video.

2. Observation

This technique was used to observe the activity in the class also code-mixing that were used by the teacher. This observation was free observation, it means the researcher did not use observation sheets but carefully took a video from every meeting and directly observed in general. The researcher observed the way teacher speak and expression while learning process.

3. Interview

The function of interview is to know the subject's mind without hesitance. In this research, the researcher used interview to obtain the data regarding the teacher's reason for using code-mixing during learning process in the class. In

interview process, the researcher not just speak, but the researcher have to listen the subject (Alshenqeeti, 2014). The interview was conducted in order to get direct answer from the teacher. The researcher asked some clear and direct questions. The interview was open-ended question which allowed the teacher to speak freely and provide as much information as the teacher could. The researcher interviewed the teacher about code-mixing happened during learning process. It can be said that interview showed the real emotion during the interview happened.

3.4 Procedure of Collecting the Data

This part explains about the procedure of collecting the data of this reasearch. In collecting the data, the researcher did several steps as follows:

1. Sending a permission letter to SMKN 3 Sumbawa Besar.
2. Making an appointment with teacher.
3. Starting to record the teacher's activity in learning process.
4. Observing teacher's expression and body language during teaching learning while recording the teacher's activity.
5. Preparing interview questions for teacher.
6. Starting to interview the teacher.
7. Recording and taking a note during the interview.

3.5 Data Analysis

In this research, the researcher presented the data analysis result by used the sentences to explain clearly. The researcher analyzed the data of code-mixing used

by the teacher in three classes. The method of data analysis was qualitative analysis.

The data was analyzed based on the following steps:

1. The researcher wrote down a script from teacher's speech based on the video.
2. The researcher made a conclusion based on the teacher's answer in interview.
3. The researcher added some reaction during observe the teacher in the class.
4. The researcher used Muysken (2000) theory; insertion, alternation and congruent lexicalization to analyze the types of code-mixing.

